

The  
Independent  
Child's Speller



by  
Madison Watson

PE  
1145  
W33  
1872

CURR HIST

EX LIBRIS  
UNIVERSITATIS  
ALBERTAENSIS



INDEPENDENT  
CHILD'S SPELLER:

PRINTED IN

*Imitation of Writing;*

WITH

ORIGINAL CLASSIFICATIONS OF WORDS, FORMATIONS OF COL-  
UMNS, AND EXERCISES FOR READING, WRITING, ETC.

BY J. MADISON WATSON,

*Author of the National Readers, Spellers, and Primer; The Independent  
Readers; The Hand-Book of Gymnastics; Manual of Calisthenics, etc.*



NEW YORK :· CINCINNATI :· CHICAGO  
AMERICAN BOOK COMPANY

---

*Copyright, 1872, by J. MADISON WATSON.*

---

W. I. C. S.

Printed by  
H. S. Barnes & Company  
New York, U. S. A.

LIBRARY  
UNIVERSITY OF ALBERTA

## P R E F A C E .

---

**S**UCCESS in teaching English orthography is still exceptional, and it must so continue until the principles involved are recognized in practice. Form is foremost: the eye and the hand must be trained to the formation of words; and since spelling is a part of writing, the written form only should be used. The laws of mental association, also—especially those of resemblance, contrast, and contiguity in time and place—should receive such recognition in the construction of the text-book as shall insure, whether consciously or not, their appropriate use and legitimate results. Hence, the spelling-book, properly arranged, is a necessity from the first; and, though primers, readers, and dictionaries may serve as aids, it can have no competent substitute.

Consistently with these views, the words here used have such original classifications and arrangements in columns—in reference to location, number of letters, vowel sounds, alphabetic equivalents, and consonant terminations—as exhibit most effectively their formation and pronunciation. The vocabulary is strictly confined to the simple and significant monosyllables in common use. He who has mastered these may easily learn how to spell and pronounce words of more than one syllable.

The introduction is an illustrated alphabet in script, containing twenty-six pictures of objects, and their names commencing both with capitals and small letters. Part first



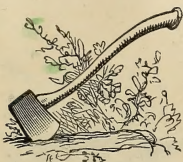
embraces the words of one, two, and three letters ; part second, the words of four letters ; and part third, other monosyllables. They are divided into short lists and arranged in columns, the vowels usually in line, so as to exhibit individual characteristics and similarity of formation. The division of words into paragraphs is shown by figures in the columns. Each list is immediately followed by sentences for reading and writing, in which the same words are again presented with irregularities of form and sound. Association is thus employed, memory tested, and definition most satisfactorily taught.

Among the novel and valuable features of the lessons and exercises, probably the most prominent are their adaptedness for young children and their being printed in exact imitation of writing. The author believes that hands large enough to spin a top, drive a hoop, or catch a ball, are not too small to use a crayon, or a slate and pencil ; that the child's natural desire to draw and write should not be thwarted, but gratified, encouraged, and wisely directed ; and that since the written form is the one actually used in connection with spelling in after-life, the eye and the hand of the child should be trained to that form from the first. He hopes that this little work, designed to precede all other spelling-books and conflict with none, may satisfy the need so universally recognized of a fit introduction to orthography, penmanship, and English composition.

NEW YORK, *October*, 1872.

# THE ALPHABET.<sup>1</sup>

A



a

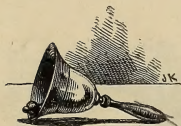
A

a

Ax

ax

B



b

B

b

Bell

bell

<sup>1</sup> The Alphabet at first should be taught with special reference to the illustrations, and not alphabetically. See page 14.

C



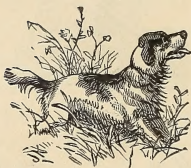
c

C

c

Cat cat

D



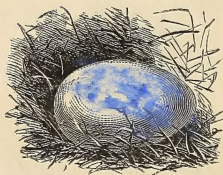
d

D

d

Dog dog

E



e

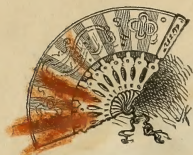
E

e

Egg egg



F



F

f

Fan fan

G



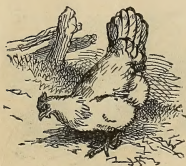
g

G

g

Gun gun

H



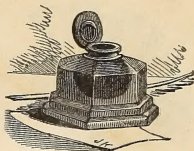
h

H

h

Hen hen

I



i

I

i

Ink ink

J



j

J

j

Jug jug

K



k

K

k

Kid kid

L



l

L

l

Lamp lamp

M



m

M

m

Muff muff

N



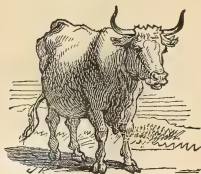
n

N

n

Nest nest

O



o

O

o

Ox

ox

P



p

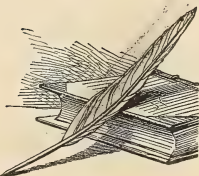
P

p

Pig

pig

Q



q

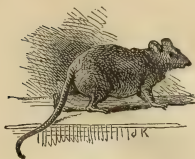
Q

q

Quill

quill

R



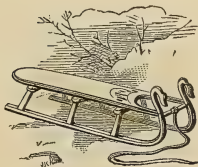
r

R

r

Rat rat

S



s

S

s

Sled sled

T



t

T

t

Top top



U



u

U

u

Urn

urn

V



v

V

v

Vat

vat

W



w

W

w

Whip

whip

X



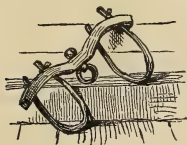
x

X

X

Fox fox

Y



y

Y

y

Yoke yoke

Z



z

Z

Z

Zebra zebra

# TO TEACHERS.

---

SINCE success in teaching is almost as much dependent upon the methods of imparting instruction as upon the character and classification of the material furnished by the text-book, your attention to the following suggestions is especially requested :

1. *The Alphabet* at first should be taught with special reference to the illustrations, and not alphabetically. Commence with a familiar object—for example, a *cat*: direct the attention of the child to the *picture*; then to the *word-picture*, or written word; and then to the *initial letter* of the word. In like manner, teach *a* in *ax*, and *t* in *top*. Finally, show the child that *c*, *a*, and *t* form the word *cat*. Use the separate letters and the words for copies, and teach the young learner to write them.

2. *Each List of Words* should be mastered before reading and writing the sentences which follow. Require the class to read the spelling and pronounce the words both separately and in concert; to spell orally; and to write the words, referring often to the alphabet for the exact formation of the individual letters. Ask questions and give directions which shall fix the attention and employ mental association; as, page 15, "Is *a* in all the words of the lesson? *An* is in how many words? *At*? *Am*? *As*? *Ax*? Read the words which end in *d*; in *g*; in *p*, etc." Again, page 35, "How many words end in *all*? Read the words which have *o* in them; *aw*; *au*, etc." Assign short lessons, and use the figures for divisions.

3. *The Sentences* which follow a list of words will be read by the pupils separately and in concert. The instructor will then read the exercises, and pronounce the words taken from the list, as they occur in each sentence, for oral spelling, before requiring the class to copy the lesson. When sufficient facility has been acquired, the exercises should be written from dictation. If slates are used, they may be expeditiously examined by requiring the pupils to exchange, so that each one shall become the inspector of his neighbor's work, while the teacher reads the spelling of the several words.

# THREE LETTERS.

---

## I. SHORT VOWELS.

### 1. SHORT A.

1.	and	rat	ax
a	2.	sat	wax
an	at	vat	4.
can	bat	3.	act
fan	cat	am	bad
man	fat	ham	had
pan	hat	jam	lad
ran	mat	as	mad
tan	pat	has	sad

bag tag lap rap  
rag cap map sap

*Read and Write.*

1. Ax. Wax. Sap. A lap.  
A map. A pan. A cap.

2. A sad man. A mad cat.  
A bad act. A tan vat. I  
had a rag bag.

3. A rat ran. A cat has  
a bat. Pat a cat.

4. A lad ran at tag. I sat  
I am sad as a man.

5. I had a hat and a cap.  
A man had fat ham. I had  
jam. I can fan a man.



## 2. SHORT E.

1.	yes	peg	red	net
den	2.	vex	elm	met
hen	beg	3.	end	pet
men	egg	bed	4.	set
pen	keg	fed	get	wet
ten	leg	led	let	yet

## Read and Write.

1. An egg. A leg. A wet pen. An elm peg. Get a net. A keg has an end.

2. I led a pet cat. I fed a red hen. Has a man set a hen yet? Yes.

3. Let a man beg a bed.  
 Ten men met at a den. I can  
 vex bad men.

### 3. SHORT I.

1.	win	fit	fix	if
	in	ink	hit	mix
	bin	dip	kit	six
	din	hip	sit	kid
	fin	lip	wit	is
	kin	sip	big	his
	pin	2.	fig	ill
	sin	it	pig	file
	tin	bit	wig	rib
				rim

*Read and Write.*

1. *A hip. A kit. A lip.*  
*A rib.*

2. *A big fin. A tin lid.*  
*A bad din. A dim pin. A*  
*red kid.*

3. *A man is ill. A mad*  
*cat bit him. A pig had his*  
*wig. Did his hat fit?*

4. *Bid six men sit. Fix a*  
*pen. Dip it in ink. Did sap*  
*and ink mix?*

5. *I hit him. I had a fig.*  
*I sip sap. I am in a bin. If*  
*I fib, I sin. He is my kin.*  
*He has wit.*

## 4. SHORT O.

1.	pop	rod	of	rob
	ox	sop	sod	off
	box	top	dot	3. dog
	fox	2. hot	on	fog
	fop	nod	lot	don
	hop	odd	not	cob
	mop	pod	sot	job
				log

Read and Write.

1. A cob. A dot. A fog.  
A rod. A sob.

2. An odd job. A tin top.  
An elm log. Hot sop. A box  
of jam.

3. Don is in a lot. Don is  
an ox. Let him jog on.

4. I hop. I nod. I am  
not a fop. Did a sot sob?  
Did a pod pop?

## 5. SHORT U.

1.	gum	fun	cut	hug
	up	hum	gun	hut
	cup	rum	pun	nut
	sup			lug
	2.	run	3.	mug
	rub	us	sun	bug
	tub	the	but	rug
			dug	mud

Read and Write.

1. A cup. A gun. A



*fun. A tub. A mug of gum.  
A bug in a rug.*

*2. The pig dug up a nut.  
The sun is up. Let us get up.  
Let us hug him.*

*3. The top did hum. I  
had fun. I run; but, not in  
the mud. I lug a big jug. I rub  
rum on the cut. I sup in a hut.*



## II. LONG VOWELS.

### 6. LONG A AND E.

*1. ate day jay pay  
age aid' gay lay say  
ape aim hay may way*

2.      me          he          ear          tea  
 be      we          she      eat      see

*Read and Write.*

1. An ear. An ape. I  
 aim at a jay. It is gay.

2. Let me be. Lay me in  
 bed. It is not day.

3. Say, may I aid him?  
 He is of age. He has his way.  
 Let him pay.

4. She had tea. We ate.  
 The ox may eat hay.

7. LONG I, O, AND U.

1.      ice      pie      dry      my  
 I      lie      by      fly      sky

sly	few	go	oak	toe
try	new	no	oar	low
why	2.	so	foe	own
use	O	old	hoe	row

*Read and Write.*

1. Try to see the sky. The day is dry. I lie low by an old oak.

2. I own a new hoe. It is of use. My pie is on the ice.

3. O, let us go! Why not get an oar? I can row.

4. Few go so. I hit my toe. Did the sly fox fly? No.

## III. THIRD VOWEL SOUNDS.

## 8. A, E, I, O, AND U.

1.	bar	tar	sir	two
ah	car	2.	pur	who
are	far	err	do	you
arm	jar	her	to	put

*Read and Write.*

1. Ah! I see a car. Two men are in it. It is not far off.

2. To err, sir, is bad. You jar my arm. You are in her way. Go on, sir.

3. Who put tar on the cat? She can pur. She is on a bar.

## IV. OTHER SOUNDS.

## 9. A, OU, AND OY.

1. law or our now  
 ant paw for out owl  
 ask raw nor bow boy  
 all saw 2. cow joy  
 jaw war air how toy

Read and Write.

1. An ant. An owl. A  
 toy cow. I saw no paw nor  
 jaw. Bow and go out. How  
 raw the air is! Our boy is a  
 joy to all. Now ask for law  
 or war.



## FOUR LETTERS.

## I. SOUNDS OF A.

## 10. A, FIRST SOUND.

1.	game	tape	safe
	age	lame	ate
	cage	name	date
	page	same	fate
	rage	tame	gate
	sage	babe	hate
	wage	Kate	play
	came	ape	late
	fame	cape	mate
			ray

3.

bray	lane	laid	they
gray	4.	wait	bake
pray	ail	gain	cake
tray	fail	pain	lake
ace	hail	rain	make
face	jail	vain	rake
lace	nail	5.	take
pace	rail	way	wake
race	sail	sway	gave
cane	tail	stay	save

*Read and Write.*

1. *Kate Gray is my mate.*

We are the same age. We play  
and race in the lane. If it rain  
and hail, we can wait.

2. Tray is the name of a dog.  
He may wade in the lake. Is  
it safe? See the sail sway.  
Get an ash rail.

3. Bake a big cake. Take  
the babe, if it wake. Make the  
sage tea. Put tape and lace on  
the cape.

4. Men wage war. They  
slay for fame. Rage and hate  
save few who fail. They pray  
in vain.

5. The lame man was in  
pain. He lay by the gate. On

his way, I gave him a cane.  
He came late.

6. Did Ann Bay rake the  
hay? Yes; and an ox ate it.  
He can pace. Can he bray?

7. A tame ape. A red cage.  
A vase of clay. He is in jail.  
His face and fate are sad. He  
laid a nail on the page at the  
date.

# 11. A, SECOND SOUND.

1.	gash	rash	grab
	ash	hash	sash
	slab		
	cash	lash	crab
	act		
	dash	mash	drab
	fact		

2.	flag	lamb	lack
	lap	flax	camp pack
	flap	3.	damp rack
	slap	and	lamp sack
	snap	band	samp tack
	trap	hand	have bank
	bran	land	lad rank
	plan	sand	glad tank
	rag	clam	shad
	drag	swam	4. back that

Read and Write.

1. That slab is ash. Pay

cash for the sack of samp. To dash off so is a rash act. I am glad the fact is out.

2. Our lamb did not lack. It had bran, and hay in a rack. I have hash and cake. Do not grab my cake and mash it.

3. He ate a crab, a clam, and a shad. The lad swam in a tank. Hand back my flag. Tack up the rag. Use my drab sash for a band.

4. I saw a rat drag a trap. The plan was bad. Do not slap him. Snap the lash. The gash is on the flap of his ear.

5. A man of low rank is at

the camp. He has a lamp in  
his pack. The flax is damp.  
I have a bank of sand on my  
land.

## 12. A, THIRD SOUND.

1. ark bark hard

art dark barn lard

cart hark darn yard

dart lark yarn

Hart mark car bath

part park scar path

tart 2. Carl arm

star bar card farm



harm calm calf gape  
balm palm half harp

*Read and Write.*

1. A man of art. A cart  
of sand. A jar of lard. A  
palm fan. A hard path. Eat  
a tart. Is a car an ark?

2. Carl Hart is on a farm.  
A dart made a mark, or scar, on  
his arm. He had balm. A  
calf is in the yard by the barn.  
Bar the gate.

3. The day was calm. It  
was dark in the park. I saw a  
star. Get my card. You gape.

*Did a bath harm him? Dogs  
bark. My part is a half.*

13. A, FOURTH SOUND.

1.

*talk corn dawn*

*all walk horn fawn*

*ball 2. for lawn*

*call war form draw*

*fall ward fork gnaw*

*hall warm cork thaw*

*tall wart 3. hawk*

*wall want law Paul*

*salt born claw Maud*

## Read and Write.

1. Law is for all. Men fall out and talk of war. We want salt and corn. I had a fork, a cork, and a horn.

2. Paul Ward was born at the Hall. The day is warm. Maud may call, at dawn. She saw the claw of a hawk. Did a rat know our wall?

3. That tall man has a wart on his hand. My ox can draw. See him walk. My fawn is on the lawn.

4. Thaw the ice. It is in the form of a ball.

## 14. A, FIFTH AND SIXTH.

1.	bare	2.	cast
air	care	ask	fast
fair	dare	cask	last
hair	rare	task	past
lair	tear	ant	raft
pair	wear	pant	pass

## Read and Write.

1. An ant. A rare fox has a lair. It is half=past six. At last we may cast off all care. I saw a cask and a raft in the lake. The raft is for us.

2. The air is warm. I see

a pair of bare arms. Pass on.  
 I dare to go fast. We pant at  
 our task. The fair lad has red  
 hair Ask him not to tear nor  
 wear my hat.



## II. SOUNDS OF E.

### 15. E, FIRST SOUND.

1.	rear	leap	neat
	ear	year	2. seat
	dear	leak	eat east
	fear	weak	beat each
	hear	beam	heat ease
	near	heap	meat bear

lean	deer	seen	beet
mean	peel	keen	meet
3.	deep	deed	meek
leaf	keep	feed	peek
lead	weep	heed	week
mead	4.	need	glee
read	see	weed	free
meal	seed	5.	knee
veal	seek	bee	here
zeal	seem	beef	mere

Read and Write.

1. I hear a bee. It is near.

my ear. Here you can see it.  
Do not heed nor fear it. It is  
a mere fly.

2. A weed. A bean. A  
red leaf. A heap of beet seed.  
Do not eat the peel. Meal is  
not dear. Is that lean meat  
beef, or veal?

3. That meek man was weak.  
He had no zeal. He was seen  
at the rear. His seat was a  
beam. He sat at ease. You  
need not seek him. Go east.

4. The deer are free. They  
feed on the mead. They are knee-  
deep in the lake. They leap and  
run. They meet at the peak.



5. Heat made the pan leak.  
 It was a bad deed. Do not  
 weep. Be neat. It is a day  
 of glee. It is the last week of  
 the year. The air is keen. Let  
 each read. You seem to lead.  
 We mean to beat you.

## 16. E, SECOND SOUND.

1. bent tent tell

end cent went well

bend dent next

2.

lend lent bell led

mend rent fell bled

send sent sell fled

sled	less	jest	neck
held	mess	nest	peck
shed	help	pest	stem
then	left	rest	them
when	debt	vest	dead
wren	kept	west	deaf
belt	wept	edge	head
felt	3.	self	lead
melt	best	desk	said

Read and Write.

1. A wren has her nest near the end of a stem. See her head and neck at the edge. When

best, you may tell the rest. Then send a lead ball to my tent.

2. John West was sent to help me. We fell out. He went off and left me in debt. He fled. I wept. He kept my bell, my belt, and my sled. I said in jest, "Keep them, you pest."

3. He led the cow to the shed. She felt well. He fed her a peck of meal for a mess. The next day she was dead.

4. Melt the fat. Mend the rent in my vest. Lend less. The deaf had lent not a cent. He held all for self. He bent my pen. He made a dent in a desk.

## 17. E, THIRD SOUND.

1.	earn	2.	curd
fern	bird	word	curl
herb	dirk	work	furl
herd	dirt	worm	hurt
jerk	firm	blur	turf
pert	girl	burn	turn
term	stir	curb	urge

Read and Write.

1. Fern is an herb. The  
 herd fed on the turf. Urge the  
 girl to work. Jerk the pert boy.  
 Did he blur the word? The

term is past. Turn and stir the hay, and then rake it.

2. A firm man. A bird ate a worm. I ate curd. The curb kept out dirt. Furl the sail. Hurl the dirk. Curl my hair. Earn cash. Burn gas. Hurt no one.

---

### III. SOUNDS OF I.

#### 18. I, FIRST SOUND.

1.	nice	ride	life
ice	rice	side	wife
dice	vice	wide	high
mice	hide	fife	nigh

sigh      dime      fine      hire

sign      lime      line      mire

2.      time      mine      tire

like      pint      nine      wire

pike      3.      pine      rise

mild      bind      vine      wise

wild      find      wine      bite

file      kind      ripe      kite

mile      mind      pipe      dive

pile      rind      wipe      five

tile      wind      4.      hive

vile      dine      fire      size

*Read and Write.*

1. I like ice. A ripe lime is nice. Dice and wine lead to vice. Five mice hide in a pine box. Buy rice. Pay a dime for a pint of it.

2. The wise man is mild. Ride by his side. His wife is kind. The vile man had a pipe. Read that wide sign. It is a mile off. I find a wild bee nigh our hive.

3. See my kite rise and dive. Wind up the line. It is time to dine. The fire is high. Fry a pike of big size. May I hire a life? Can you file a wire?

4. A tile. A rind. A vine.  
 A pile of dirt. A fine mind.  
 Nine men run for life. Dogs  
 bite and tire an ox. See him in  
 the mire. He is mine. Bind  
 up the cut. I sigh. Wipe my  
 hand.

# 19. I, SECOND SOUND.

1.	mill	silk	pick
ill	pill	gift	sick
bill	rill	lift	tick
fill	till	sift	wick
hill	will	2.	inch
kill	milk	kick	rich



itch thin grin risk

rim been shin lisp

brim king 4. fist

grim ring clip hist

prim sing slip list

trim wing chip mist

skim hint ship limb

slim lint skip limp

swim mint whip 5.

whim tint dish kink

3. spin fish link

skin chin wish mink

pink	put	drip	kiss
sink	spit	grip	miss
wink	wind	trip	this
flit	give	rib	twit
slit	live	crib	knit
grit	6.	slid	with
quit	rip	hiss	pith

*Read and Write.*

1. Miss Fish is ill. Kiss  
the sick babe. Give it a pill.  
I wish it to live. Hear it hiss  
in its crib. Skim the milk.  
Fill a dish to the brim. Will  
it drip?

2. A bird is on a limb. Did it flit on the wing? Did it sing, or hiss? It can pick up a worm with its slim bill. A mink is in a rill by the mill. It can sink or swim. Kill and skin it.

3. My rich silk is pink. This ring is the gift of a king. I risk all in grim war. The ship on her trip is trim. The wind may lift the thin mist.

4. Spin and knit. Sift meal. Clip the wick. Quit work. Whip my top. I slid on a hill. You limp and slip. What whim led you to wink, grin, and spit? Do not kick his shin.

5. A fist. A firm grip.  
 An inch link. A red tint. A  
 bed tick. Eat mint. Did the  
 prim girl skip and play? Is  
 pith hard? Grit and lint made  
 my hand itch. A chip made a  
 slit in her chin. He had been  
 off till then. Hist! do not hint  
 at it.

---

#### IV. SOUNDS OF O.

##### 20. O, FIRST SOUND.

1. cold hold told  
 old fold mold both  
 hold gold sold note

vote	show	rope	boat
robe	snow	door	coal
joke	row	3.	coat
yoke	crow	more	coax
colt	grow	tore	foam
jolt	roll	wore	goat
2.	comb	pork	loaf
low	home	nose	oath
blow	bone	rose	oar
flow	tone	host	roar
glow	hope	most	soak
slow	mope	post	soap

## Read and Write.

1. My goat wore a yoke.  
The rope and post will hold the  
colt. Fold my note. I sold both  
pork and soap. The bald man  
had gold. Can he coax you to  
vote for him?

2. Use a low tone. Hear the  
cold wind roar. It will blow  
the snow. See the foam fly and  
the boat roll. Do not mope, nor  
try to row with one oar. Go home.  
Get a warm robe. Put on more  
coal. See it glow.

3. An old crow. A slow ox.  
A bone comb. A big nose. A

host of men. Soak the loaf.  
 Did it mold? I hope to hear  
 no oath. He tore my coat. He  
 told most of the tale in joke.  
 Show him the door.

## 21. O, SECOND SOUND.

1.	trot	clog	doll
	lot	dock	flog
	blot	lock	fog
	clot	mock	fond
		2.	pond
	plot	rock	clod
	shot	sock	shod
	spot	log	knob
			loss
			moss

toss song shop knot  
cost 3. slop wand  
lost from crop wash  
gone moth drop wasp  
gong pomp prop swan  
long chop stop what

*Read and Write.*

1. A clot of mud. A clod  
of turf. A long log. The knob  
of a lock. See the moth fly.  
The wasp is gone. Hit the gong.  
Sing a song. Tie a knot. Chop  
the ash. Toss a ball. Who shod



the ox? Did he trot? See him  
loll in the lot.

2. Stop at a shop. Buy a  
doll. Wash the babe. It lost  
a sock. You clog my pipe.  
You mock me. You are too fond  
of pomp. He had a fine crop  
from that plot of land. What  
will a lot cost near the spot?

3. You slop the ink and blot  
the leaf. Pay the loss. Did he  
flog you with a wand? Do  
not drop the prop. The ship is  
at the dock. He shot a frog.  
Soft moss is on the rock. A  
swan swam in the pond.

## 22. O, THIRD SOUND.

1.	boot	2.	root
lose	cool	moon	soon
move	coop	noon	your
whom	food	pool	rude
shoe	fool	poor	rule
drew	hoof	roof	sure
grew	hoop	room	true

Read and Write.

1. A poor fool drew a hen from a coop. Let him move on. He has a shoe and a boot. He will soon lose his way. From

whom had he food? See the  
moon from my room near the roof.

2. Your ox has a big hoof.  
That root grew near a cool pool.  
The rude boy had my hoop, at  
noon. I am sure the rule is true.

---

## V. SOUNDS OF U.

### 23. U, FIRST SOUND.

1.	fume	mule	chew
blue	fuse	muse	news
cube	glue	mute	stew
cure	huge	tube	view
dupe	June	tune	suit

*Read and Write.*

1. View the blue sea. A  
 cube has six sides. Fuse or melt  
 the glue. Cure the mute man.  
 The news made him muse. Use  
 the mule in June. Stew the  
 meat and chew it well. See the  
 dupe fret and fume. A tune  
 from this huge tube will suit you.

## 24. U, SECOND SOUND.

1.      duck.      dusk      tusk  
 much      luck      husk      sunk  
 such      suck      musk      cull  
 club      tuck      rush      dull

gull	plum	3.	bump
hull	scum	dust	jump
hull	swum	just	hump
2.	shun	must	pump
buff	plug	rust	once
cuff	snug	hunt	done
muff	hung	shut	none
puff	gush	tuft	love
buzz	hush	dumb	dove
drum	thus	numb	does

*Read and Write.*

1. John Hunt had done much.

A just man must love such a son. He was deaf and dumb. He had swum the bay. At dusk, his arms were numb. He sunk at once. Let none shun the spot.

2. A buff cuff. A puff of wind blew dust on her muff. My drum hung near. The gush from the pump took off the scum. I hit the plug with a club. Did the dull ax rust?

3. I was in luck. I had a rusk and a plum. Shut the door. I jump thus. The bump made a hump. Tuck up the bed.

## 25. U, THIRD SOUND.

1.	push	2.	rook
bull	wolf	book	took
full	good	cook	wool
pull	hood	hook	foot
bush	wood	look	soot

Read and Write.

1. Push the cart. It is full of good wood. The bull can pull it. Look at the rook on that bush. A wolf took a lamb. See the wool, and the mark of his foot. Soot was on the hook. The cook had my book.

## VI. OTHER SOUNDS.

## 26. OI, OU, AND OW.

1.	tail	2.	gown
boil	join	hour	fowl
roil	loud	sour	howl
soil	pout	down	plow

*Read and Write.*

1. Boil the fowl. Join the men who tail. Plow the soil. Do not roil the sour wine.

2. I hear a loud howl. The dog tore her gown. Did she pout? Lie down for an hour.



# MORE LETTERS.

## I. SOUNDS OF A.

### 27. A, FIRST SOUND.

1.	Grace	2.	grain
bathe	grape	skate	paint
blade	haste	slate	quail
blame	James	slave	snail
blaze	place	snake	stain
brave	shade	spade	skein
change	shake	chain	praise
chase	shame	rain	plague
flame	shape	drain	strange

Read and Write.

1. James is brave. I saw him chase a snake near a grape-vine.

Do not praise nor blame him.  
 It is a shame to plague him.  
 They stain, or paint, the barn in  
 a strange way. We bathe in a  
 place of shade. The slave made  
 a drain with my spade.

2. The snail was in a flame,  
 or blaze. See the quail shake  
 the blade of grain. Change the  
 shape of q, on the slate. Grace  
 made a chain with a skein of  
 silk. She can skate.

## 28. A, SECOND SOUND.

1.	plank	hatch.	2.
black	thank	match	bland
crack	shall	scratch	grand
track	catch	snatch	stand

cramp	plant	strap	smash
stamp	scrap	flash	thrash

### Read and Write.

1. Scratch a match. See it  
flash. The boots cramp my feet.  
Stamp on the plank. Catch the  
black hen. Give her a scrap.  
Do not smash the egg. She  
will hatch it. A grand hill.  
A bland wind. Crack the whip.  
Do not stand on the track. Plant  
corn. Thrash rye. I shall  
thank you.

### 29. A, THIRD SOUND.

1.	starve	scarf	parch
	carve	salve	march
			starch

charge	gnarl	start	laugh
large	snarl	spark	heart
charm	chart	sharp	hearth
psalm	smart	wrath	guard

### Read and Write.

1. Carve the meat. The large blade is sharp. Parch corn. They start in our charge. None can starve on the march. Put salve on the cut, if it smart. Starch the scarf.

2. To gnarl is to snarl and show wrath. Did the spark burn the chart? Sing a psalm. Her laugh will charm your heart. Guard our hearth.

## 30. A, FOURTH SOUND.

1.	swarm	2.	thorn
scald	warmth	crawl	storm
chalk	caught	shawl	cough
stalk	taught	straw	trough
small	cause	George	bought
stall	fault	horse	fought
false	sauce	north	sought
quart	broad	short	thought

Read and Write.

1. Scald a quart of milk. A swarm of bees is on a short stalk. George bought chalk and taught me to use it. The small boy sought to hide his fault. He used false words. I thought they fought for a good cause.

2. I cough. The storm is north. Get a shawl for her broad back. Talk of warmth. I caught the horse and put straw in his stall. Worms crawl on the thorn. The sauce is in a trough.

### 31. A, FIFTH AND SIXTH.

1.	scarce	staff	clasp
flare	chair	chance	grasp
glare	there	dance	brass
scare	where	glance	class
share	swear	prance	glass
spare	their	branch	grass
square	chaff	flask	blast

Read and Write.

1. The blast made the fire

flare and glare. Do not scare  
 their horse. See him glance in  
 the square. The class dance on  
 the grass. The clasp is brass.  
 The flask is glass. Where is my  
 chair? Out there. Cake is scarce.  
 I will spare my share. Do not  
 swear. Grasp the staff. At a  
 glance, I saw the chaff fly and  
 the branch sway.

---

## II. SOUNDS OF E.

### 32. E, FIRST SOUND.

1.	reach	dream	clear
these	teach	stream	2.
beard	speak	clean	please
peach	cream	cheap	beast

bleat	cheek	sleep	breeze
cheat	kneel	sweep	sneeze
wheat	wheel	cheese	field
leave	green	sheet	fierce
fleece	3.	street	niece
three	sheep	sweet	piece

### Read and Write.

1. Teach these three boys to speak a piece. The sweet breeze made the green wheat wave. That fierce beast has a beard. My sheep has a clean fleece. Hear it bleat. Leave it in the field by the clear stream.

2. A red cheek. Cheap goods. Cheat none. You sneeze. Hear



the wheel in the street. Please to  
 reach me a peach. Eat cream and  
 cheese. My niece will sweep.  
 Get a sheet. I sleep and dream.  
 Kneel at her feet.

### 33. E, SECOND SOUND.

1.	shelf	2.	bread
bless	shell	fresh	thread
cess	smell	speck	spread
dress	spell	spend	death
guess	twelve	chest	health
press	bench	depth	wealth
sense	quench	strength	breast
fence	stretch	length	breadth

Read and Write.

1. We bless the Lord for health,

wealth, and strength. Spend less  
 for dress. Eat cress and fresh bread.  
 Quench the flame. Do not guess,  
 when you spell. What is the  
 length, breadth and depth of the  
 chest? Stretch the thread. The  
 news of his death spread. Twelve  
 girls shell peas on a bench by the  
 fence. His sense of smell is lost.  
 Not a speck is on the shelf.  
 Press the babe to your breast.

### 34. E, THIRD SOUND.

1.	learn	2.	worth
clerk	search	shirt	church
serve	birch	skirt	churn
earth	chirp	whirl	nurse
heard	first	world	purse

*Read and Write.*

1. Search for my purse. Pay  
 the clerk for the shirt and the  
 skirt. Our nurse will first churn.  
 Whirl a top. Learn the worth  
 of the church. Serve the Lord  
 on earth. The world is His. I  
 heard a bird chirp in the birch.

---

## III. SOUNDS OF I.

## 35. I, FIRST SOUND.

1.	slide	right	2.
price	knife	tight	while
spice	bright	strike	climb
twice	fight	child	blind
guide	light	smile	grind

shine	quite	write	prize
Christ	white	drive	scythe

### Read and Write.

1. What is the price of spice?  
 See the bright light shine. You  
 smile while I write. The child  
 may climb the hill and slide down  
 twice. They strike and fight.  
 Grind the knife and the scythe.  
 The prize was a white horse. If  
 you drive, hold the rein quite tight.  
 Did Christ heal the blind? He  
 will guide us in the right way.

### 36. I, SECOND SOUND.

1.	quick	thick	quill
brick	stick	bridge	still

since	swing	think	twitch
bring	thing	which	sieve
spring	drink	switch	build

### Read and Write

1. Build a brick bridge. Since then, I drink at the spring. Bring a quill, a swing, and a thick stick. I still think a sieve is the thing which I need. Twitch the switch quick.

---

## IV. SOUNDS OF O.

### 37. O, FIRST, SECOND, THIRD.

1.	smoke	rogue	force
choke	scold	stone	sport
stove	roast	floor	though
cloak	toast	throw	close

2.	strong	3.	spoon
block	wrong	prone	choose
clock	cloth	whose	youth
flock	squash	school	truth
knock	watch	broom	fruit

### Read and Write.

1. Toast may choke the babe.  
Though the stove smoke, roast the  
beef. Did the strong rogue throw a  
stone block? Scold the youth, if  
he knock at the wrong door in sport.  
Buy a cloth cloak. Whose spoon  
is on the floor? Watch the flock.  
Is squash a fruit? Close the  
school clock. You force us to  
prove the truth.

## V. SOUNDS OF U.

## 38. U, FIRST, SECOND, THIRD.

1.	brush	tongue	young
flute	thrush	month	brook
plume	crust	glove	could
judge	trust	blood	should
thumb	sponge	touch	would

Read and Write.

1. You should trust the young.  
 Clean the blood off the thumb of  
 the glove with a sponge. The  
 judge could play the flute. I ate  
 a crust and some tongue. She  
 would brush the hat. Touch the  
 plume of a thrush. The brook  
 may dry up in a month.

## VI. OTHER SOUNDS.

## 39. OI, OU, AND OW.

1.	cloud	found	house
broil	shout	round	mouth
choice	trout	ground	south
voice	count	hound	brown
joint	ounce	pound	crowd
point	bound	sound	growl

Read and Write.

1. Broil a choice joint. The brown hound found us. With his mouth to the ground, hear his growl and the sound of his voice. See him bound round the house at the shout of the crowd. Point at the cloud in the south. We ate a pound and an ounce of trout.





[illegible]

PE 1145 W33 1872

WATSON JAMES MADISON 1827-1900  
INDEPENDENT CHILD S SPELLER

39568725 CURR HIST



\*000011175825\*

PE 1145 W33 1872

Watson, James Madison, 1827-1900.

Independent child's speller :

39568725 CURR HIST

